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ABSTRACT

This occupational skills learning module on coping with change is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into seven sessions: (1) life in a changing world, (2) attitudes toward change, (3) accepting and rejecting changes, (4) learning to accept changes, (5), (6), and (7) using decision making techniques. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., adjusting to work situations, knowing what is expected); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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ED162144

CE 018 567

Methods And Materials For Teaching

Occupational Survival Skills

Coping with Change

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COPING WITH CHANGE

Methods and Materials for Teaching
Occupational Survival Skills

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1978

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Robert E. Nelson
Project Director

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The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

Coping with Change

"Everything's changed since we got the computer... except Harry here --- he's got senority."

Module Objective:

Students will recognize that change is inevitable and will become aware of several methods of coping with changes on the job.

Topic Outline:

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Coping with Change: Overview

People have to face changes daily in all parts of their lives. Some people try to ignore or resist change. They may constantly talk about "the good old days" and refuse to take advantage of many favorable changes. Other people welcome changes, finding them exciting and challenging. Our attitudes toward change partly determine how well we cope with it.

Coping with change means more than simply accepting or rejecting changes as they occur. A wide range of "middle-of-the-road" attitudes includes

minimal acceptance,
partial acceptance,
forced acceptance,
resistance, and
active opposition.

People can learn to accept a change by examining both good and bad points of a change. By examining the good points, we can develop a positive attitude toward a change. By examining its bad points, we can view a change realistically and plan methods of decreasing the number of bad points.

Changes in work situations often require workers to decide <u>if</u> and <u>how</u> they will accept changes. Workers who have developed their decision making skills can consider changes from several angles instead of simply blindly deciding to accept or reject changes. The first step in making a decision is <u>understanding the situation</u>. By looking at the whole situation in which the problem exists workers can be prepared to make the best possible decision about a change.

The second step in decision making is <u>defining the problem</u>. This step includes using all information about the situation (examined in the first step) to decide exactly what the problem is. Although this step may seem unnecessary, it actually can assist them in <u>finding alternatives</u>, the third step in making a decision.

When making a decision, people have a number of alternatives:

a) accepting the change,
b) compromising,
c) requesting not to comply,

d) fighting the change, or
e) refusing to accept the change.

In order to make a good decision, it is important to consider possible results of decisions. Considering possible results helps people select action that will have the results they want.

The activities in this module emphasize the value of positive attitudes and good decision-making skills in coping with changes in work situations.

SESSION ONE

TOPIC: Life in a Changing World

OBJECTIVE: By identifying examples of changes in magazines and newspaper articles, students will become aware of current events which may affect the lives and work of people.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Basic speaking skills
- Locating information

IMPORTANCE: Nothing stays the same for long. Increases in knowledge and job mobility have already had important effects on workers. In addition, changes in transportation, the economy, and communication will eventually affect workers. Refusing to accept change would be difficult indeed. Workers need to adjust to changes in the world and in their work places.

MATERIALS AND EQUIPMENT: An assortment of newspaper and magazines, at least one per student.

ACTIVITY: 1. Introduce the session by explaining the meaning of change and how changes affect workers.

- Changes may affect large numbers of people (such as a change in government or economic conditions) or small numbers of people (such as the transfer of a worker to another city or the birth of a baby to a couple).
- A wide variety of changes will affect us throughout our lives.
- Changes affect different people in different ways. For example, a change in the weather that destroys a vegetable crop means high prices and short supply of the vegetable for the consumer. However, for the migrant worker who depends on picking the vegetables for a living it means less work and less money.

2. Distribute the newspapers and magazines. Have students find articles about changes of any kind. Have students underline the important points in the article.

3. Some topics of articles which deal with changes are:

   - Recent legislation
   - Environmental changes
   - Recent medical discoveries
   - Advances in science
   - Economic changes

FOLLOW-UP: Have students summarize their articles for the class. Use the following questions for discussion:

- Who is affected by the change described in the article?
- Do you consider the change for the better or for the worse?
- Can you think of alternatives to this particular change?
- Could this change affect workers? How?

SESSION TWO

TOPIC: Attitudes Toward Change

OBJECTIVE: After completing the questionnaire "Attitudes Toward Change," students will become aware of a) their own attitudes toward change, b) attitudes which favor change, and c) how these attitudes can be useful as tools for coping with change.

SURVIVAL SKILLS EMPHASIZED:

- Understanding written information
- Knowing your strengths and weaknesses
- Adjusting to work situations
- Maintaining good health

IMPORTANCE: People's attitudes toward change affect their ability to deal with change effectively. Students need to recognize what their current attitudes are and be able to recognize these attitudes which are helpful in coping with change. They also need to think of ways of changing their attitudes if necessary.

MATERIALS AND EQUIPMENT:

Student Worksheet #1 - Attitudes Toward Change
Transparency #1 - Optimism
Transparency #2 - Self Confidence
Transparency #3 - Flexibility
Transparency #4 - Enthusiasm for Life
Transparency #5 - Willingness to Accept Uncertainty
Transparency #6 - Self Control
Overhead projector

ACTIVITY: Attitudes Toward Change

1. Hand out Student Worksheet #1 - Attitudes Toward Change, and have students complete it.

2. Briefly discuss each statement, having the students express their opinions about it.

3. Have students add up their scores for the odd items on the worksheet.

4. Have students add up their scores for the even numbered statements on the worksheet.

5. Point out that the odd numbered statements favor change. The even numbered statements oppose change.

   - The higher the total score on the odd numbered statements, the more the student favors change. The maximum possible score is 30.

   - The higher the total score on the even numbered statements, the more the student opposes change. The maximum possible score is 30.

6. Have students compare their scores favoring change to their scores opposing change.

   - Do the students' results show a consistency for or against change, or are reactions mixed? Why?

FOLLOW-UP: 1. Project Transparencies #1 through #6 to illustrate six attitudes that favor change. Have the students answer the basic question for each, "How can this attitude help in coping with change?" Suggested responses are given below:

- Transparency #1 - Optimism. By looking at the positive aspects, we can accept change more readily.

- Transparency #2 - Self Confidence. Confidence in our ability to handle change will make it more acceptable to us.

- Transparency #3 - Flexibility. Accepting and responding to change, instead of being set in our ways will help us make our actions realistic.

- Transparency #4 - Enthusiasm for Life. A high level of energy and willingness to act helps us keep up with changes.

- Transparency #5 - Willingness to Accept Uncertainty. Confusion and uncertainty often accompany change, especially in its early stages.

- Transparency #6 - Self Control. A person who can control anger, resentment, fear, dissatisfaction, etc. can analyze more clearly and act more sensibly in coping with change.

2. Conclude the discussion by having students compare their own attitudes to those illustrated in the Transparencies. Ask students to think of how they can develop more positive attitudes toward change. Some possible responses are listed below:

   - Discover the value of changes. That is, ask yourself "How could this change help me and others?"

   - When you view a change as a challenge you tend to accept and welcome it. If you view a change as a bother, you are likely to resist it and be irritated by it.

   - Regard each change as a challenge instead of as a bother. A famous writer once said, "An adventure is an inconvenience rightly considered; an inconvenience is an adventure wrongly considered!"

   - Keep yourself in good health by eating properly and getting adequate rest and exercise. Healthy people have an easier time adjusting to changes because they tend to be more alert and have a positive outlook on life.

Student Worksheet #1 Attitudes Toward Change

Directions: Use the following scale to express your opinion on the following statements--be honest with yourself!

5 = Strongly agree
4 = Agree
3 = Partly agree
2 = Partly disagree
1 = Disagree
0 = Strongly disagree

____ 1. In these days of rapid progress all around us we cannot afford to be slow to learn new ways of doing things. . . . . .

____ 2. I must be certain that doing something differently is worthwhile before I try it. . . . . .

____ 3. As soon as I hear about something new, I like to try it. . . .

____ 4. Too much time and energy is wasted on experimenting with new ideas before enough is known about them. . . . . .

____ 5. I always try to keep myself up to date . . . . . .

____ 6. When it comes to using new methods of doing things, I prefer to be a follower rather than a leader. . . . . .

____ 7. I am always eager to learn about new developments. . . . . .

____ 8. If I like things the way they are, I see no reason for making changes. . . . . .

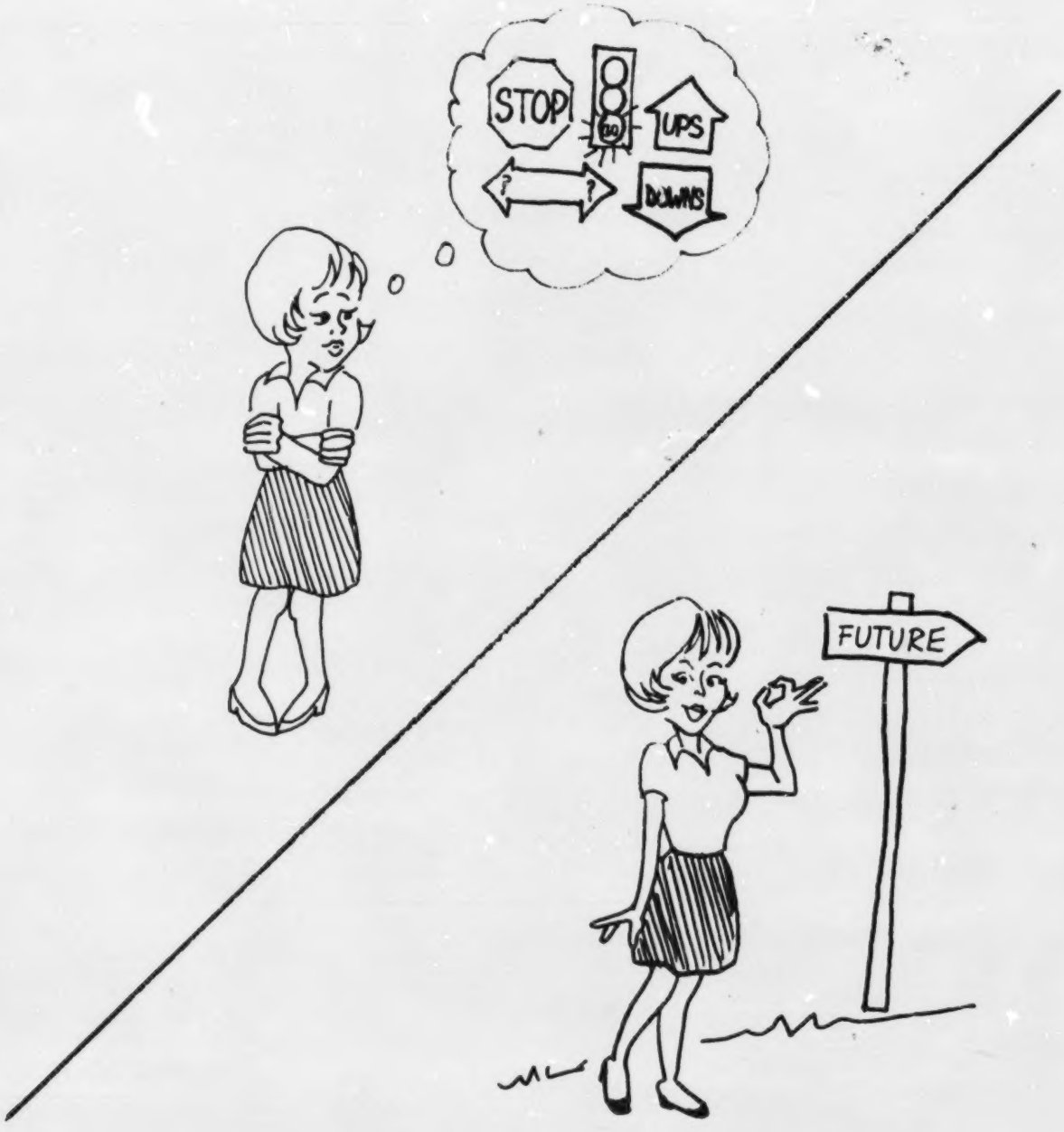
____ 9. If I hear about something new, I feel restless until I try it . . .

____10. Making changes creates too many problems and pressures. I'd rather relax and enjoy what I have. . . . . .

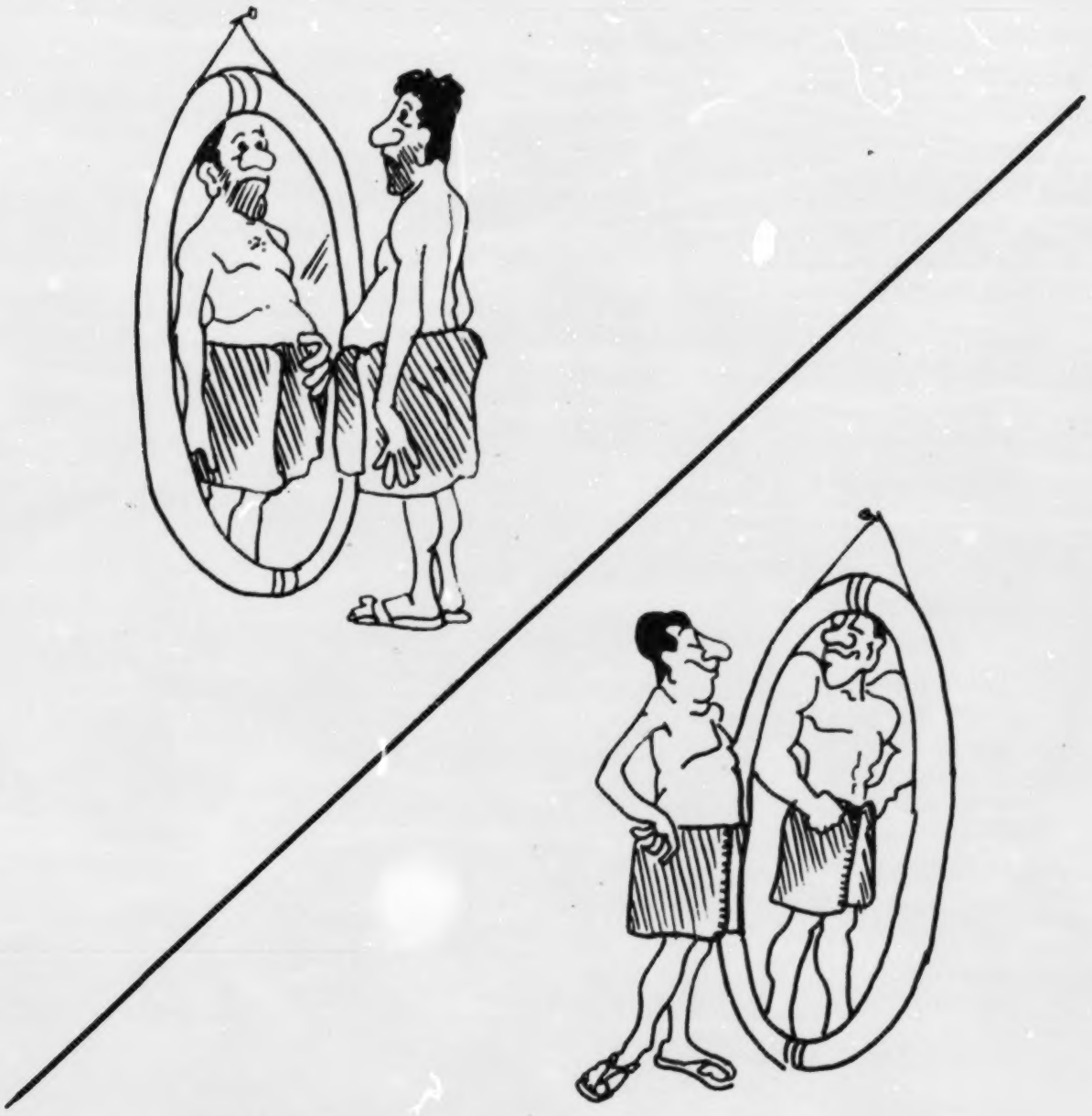
____11. I'm always looking for new ways of doing things faster and better. .

____12. Years of experience have made things the way they are--they're dependable. . . . . .

Transparency #1 Optimism

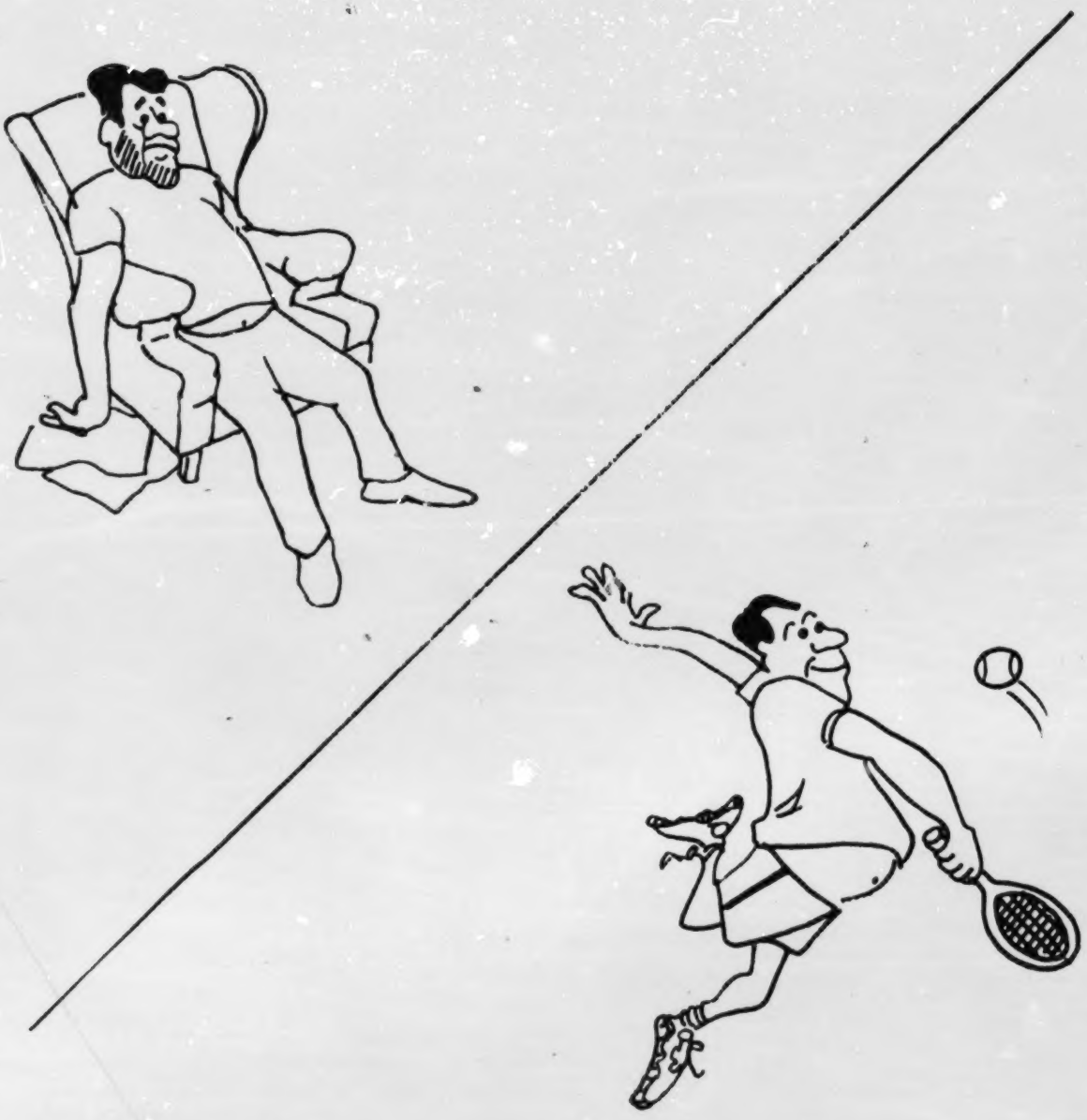


Transparency #2 Self Confidence

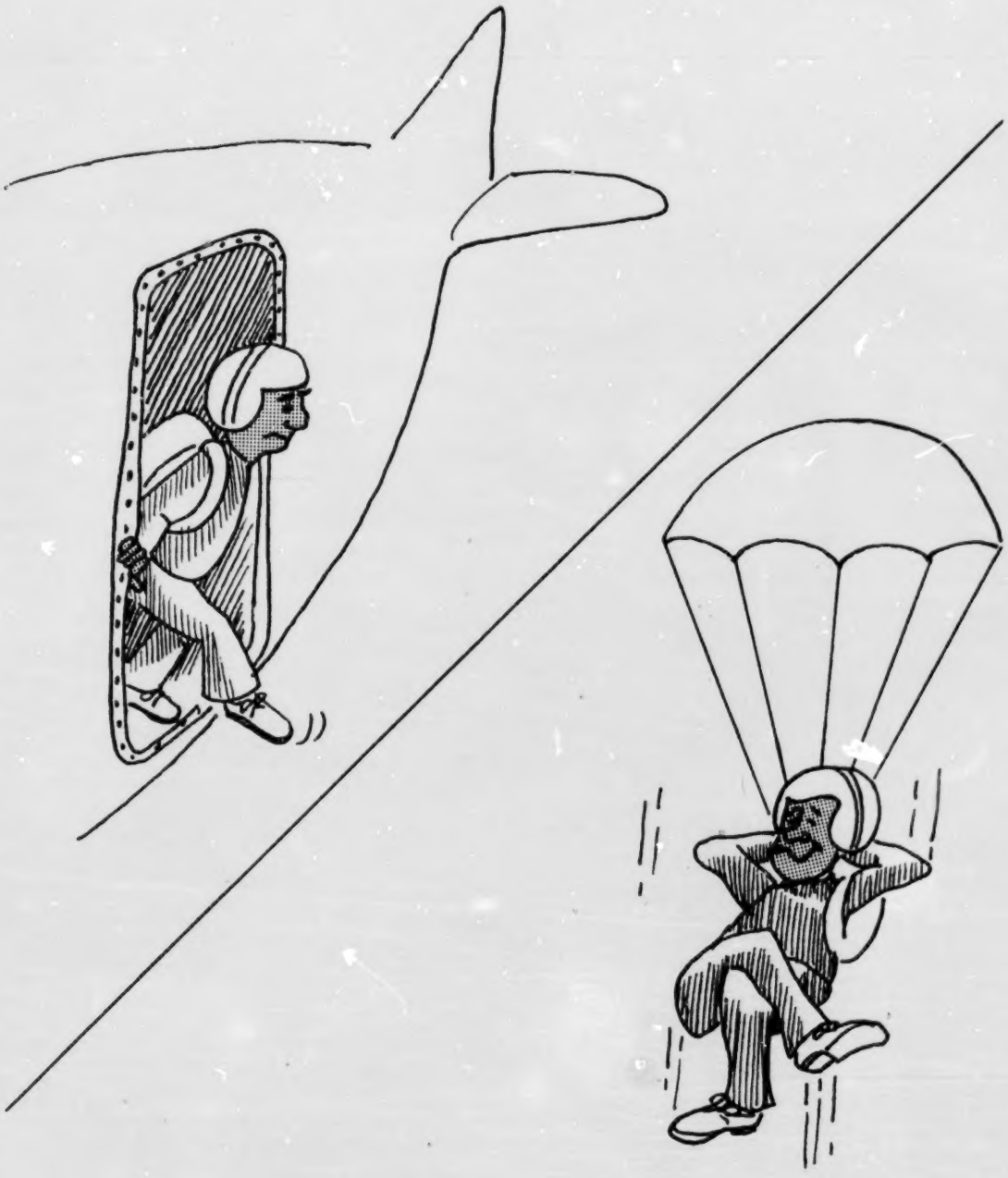


Transparency #3 Flexibility

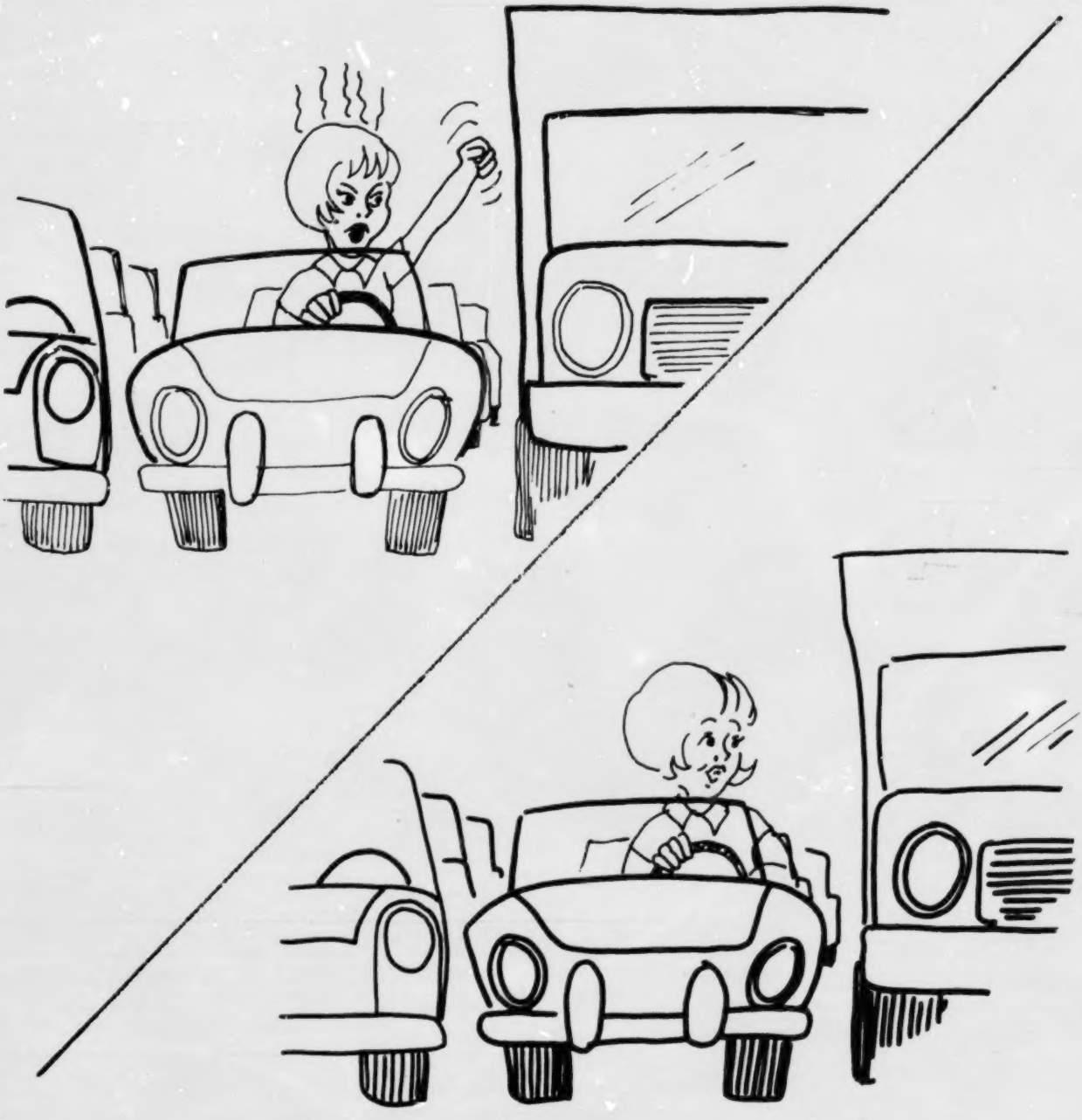
Transparency #4 Enthusiasm for Life



Transparency #5 Willingness to Accept Uncertainty



Transparency #6 Self Control



SESSION THREE

TOPIC: Accepting and Rejecting Changes

OBJECTIVE: By role playing change situations, students will recognize that there are degrees of acceptance or resistance in reacting to change.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Knowing your strengths and weaknesses
- Adjusting to work situations
- Knowing what is expected

IMPORTANCE: A person who accepts change is likely to adjust easily to it; a person who rejects change may have much difficulty adjusting. Many workers' reactions to changes, however, fall somewhere between complete acceptance and complete rejection. This session acquaints students with different positions people take toward change and the effects these positions have on workers' attitudes.

MATERIALS AND EQUIPMENT:

- Transparency #7 - Scale of Acceptance and Rejection
- One set of Identification Cards
- Overhead projector

ACTIVITY: Rejections and Acceptance

1. Begin by placing Transparency #7 - Scale of Rejection and Acceptance, on the overhead projector.
2. Explain the concept of varying degrees of acceptance and rejection of change.
3. Discuss each viewpoint listed, pointing out the stress that is reflected in each and how each viewpoint affects the person's ability to adjust to the change.
4. Choose seven participants to go to the front of the classroom.

5. Give each participant one of the Identification Cards. Announce to the class that each participant has been given one of the seven positions on the Rejection and Acceptance Scale. You will describe a change situation that might occur in a work setting. The participants are to imagine that they are employees of an organization where this change has been announced. According to the position named on their Identification Cards, participants are to make short statements that demonstrate their position. (For example, if a student holds the card which reads, RESISTANCE--"I'll find a way to avoid it", and the change is "New schedule--come in one hour earlier" that student should make up a brief statement in defense of that position. "One hour earlier! It's not fair. I have trouble getting here on time as it is. Why, I'd have to get up before dawn to make it here on time. There's got to be a way to get around it. Maybe my boss will understand and make an exception for me. Or maybe I could have my buddy punch in for me. I'll find a way!")

   - Some suggested change situations for use in this activity are:

     a) New schedule--come to work an hour earlier

     b) Transfer to a new department

     c) Strict new dress code put into practice

     d) Required overtime work during the summer

     e) A strike is called by your union

6. Have the class identify the position of the speaker and "advise" the speaker how to adjust to the change.

7. Choose a new group of participants and repeat steps 5 and 6 using a different change situation.

FOLLOW-UP: Ask students to think of changes in their lives and to identify the positions they took. Which position makes it easiest to adjust to change?

- The more readily a person accepts a change, the easier it is to adjust to it. (For example, office workers who see the advantages of a new procedure are likely to understand it easily because they want to cooperate. Workers who dislike the new procedure may have more difficulty learning and may feel angry about the change.)

Transparency #7 Scale of Acceptance and Rejection

TOTAL ACCEPTANCE
"Frankly, I welcome the change."

PARTIAL ACCEPTANCE
"I'm sure it'll be worthit in the long run."

MINIMAL ACCEPTANCE
"I may get used to it eventually."

CORNERED OR FORCED ACCEPTANCE
"I hate it, but I have no choice."

RESISTANCE
"I'll find a way to avoid it."

ACTIVELY OPPOSED
"I'm going to take this to the boss."
"I'll do everything I can to stop it."

TOTAL REJECTION
No way--I'll quit before I go along with that."

Identification Cards

TOTAL REJECTION
"No way--I'll quit before I go along with that."

ACTIVELY OPPOSED
"I'm going to take this to the top! I'll do everything I can to stop it."

RESISTANCE
"I'll find a way to avoid it."

CORNERED OR FORCED
"I hate it, but I have no choice."

MINIMAL ACCEPTANCE
"I may get used to it eventually."

PARTIAL ACCEPTANCE
"I'm sure it'll be worth it in the long run."

TOTAL ACCEPTANCE
"Frankly, I welcome the change."

SESSION FOUR

TOPIC: Learning to Accept Changes

OBJECTIVE: By analyzing good and bad points of change, students will understand ways of minimizing the bad points of change.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Knowing your strengths and weaknesses
- Loyalty to organization
- Adjusting to work situations

IMPORTANCE: Many changes have both good and bad points. Therefore, learning to accept change means 1) being aware of the good points of a change, 2) being aware of the bad points, and 3) developing ways of minimizing the bad points. By viewing changes in this way, people can learn to accept them with a positive attitude.

MATERIALS AND EQUIPMENT: Student Worksheet #2 - Learning to Accept Change - Example
Student Worksheet #3 - Learning to Accept Change

ACTIVITY: Learning to Accept Changes

1. Begin the session by explaining that many changes have both good and bad points. By being aware of both good and bad points of a change and finding ways to minimize the bad points, we can learn to accept change with a positive attitude.

2. Distribute Student Worksheet #2 - Learning to Accept Change - Example, and go over the worksheet having students state additional good and bad points and ways of minimizing the bad points.

3. Divide the class into groups of about four or five students. Distribute Student Worksheet #3 - Learning to Accept Change, and assign each group one of the following change situations workers might face on their jobs:

- Moved from day shift to night shift
- Required overtime for the next four weeks
- Indefinite layoff
- Transferred out-of-state
- Passed over for promotion
- Personality clash with new coworker
- Hours cut to half-time
- Fired for too many absences
- A change situation a student has experienced

4. Have students discuss the assigned situation, trying to imagine themselves in the situation. Then have them fill in the worksheet.

FOLLOW-UP:

1. Have each group report on the situation they discussed, giving a summary of what they have learned in completing the exercise.

2. Summarize the session by using the following questions for discussion:

   - Why is it good practice to examine both good and bad points of a change?

   - Do you think workers should try to accept all changes they face? Why or why not?

Student Worksheet #2
Learning to Accept Change - Example

Most changes have both good points and bad points. In order to accept a change with a positive attitude, we must

1) be aware of the good points

2) be aware of the bad points

3) develop ways of minimizing the bad points

Let us use the example of <u>being promoted to supervisor</u>. Most people consider this a step in the right direction, but there are drawbacks. By looking at the change in terms of both its good points and bad points, we are more likely to make a positive adjustment to the change.

An example is outlined below. Add any good and bad points you can think of. List ways of minimizing the bad points.

<u>Good Points</u>:

1. higher pay
2. higher status
3. more interesting work
4.
5.
6.

<u>Bad Points</u>:

1. learning new job requires time and effort
2. greater responsibilities
3. more pressure
4.
5.
6.

<u>Ways of decreasing bad points</u>:

- plan ahead - get help from last supervisor in learning new job
- regard responsibilities as a challenge
- organize time in order to do the best job possible

Student Worksheet #3
Learning to Accept Change

Your instructor will give you an example of a change you might experience on a job. Examine the change, list good and bad points of the change, and develop ways of minimizing the bad points.

Describe the Change:

Good Points:

1.
2.
3.
4.
5.
6.

Bad Points:

1.
2.
3.
4.
5.
6.

Ways of Minimizing Bad Points:

SESSION FIVE

TOPIC: Using Decision-Making Techniques: Understanding the Situation and Defining the Problem

OBJECTIVE: By role playing work situations, students will appreciate the value of applying decision making techniques to the problem of coping with change.

SURVIVAL SKILLS EMPHASIZED:

- Making independent decisions
- Adjusting to work situations
- Knowing what is expected

IMPORTANCE: Often workers must decide how to react to changes. Workers who can make informed, careful decisions can usually use changes to their own advantage. In order to make good decisions, workers need to first understand the situation and define the problem. By considering the situation carefully before deciding, a person can avoid mistakes and open the door to alternatives. After understanding the situation, the next step is to define the problem. The last two steps in making a decision are finding alternatives and making a selection. These last two steps will be considered in more detail in the next session.

MATERIALS AND EQUIPMENT:
Transparency #8 - Decision Making Steps
One copy each of Roleplaying Sheets #1, #2, #3, cut along the dotted lines
Student Worksheet #4 - Observer's Worksheet
Overhead projector

ACTIVITY: Applying the Decision Making Process (Steps 1 and 2)

The purpose of this exercise is to give the students some first hand practice and observation of decision making at work in coping with change.

1. Begin by explaining to students the importance of decision making in adjusting to change using Transparency #8 - Decision Making Steps.

- Good decision making skills help workers to use changes to their best advantage.

- Decision making can be broken down into four steps:

  --understanding the situation
  --defining the problem
  --finding alternatives
  --selecting the best alternative

2. Explain the first two steps of the decision making process.

   - Understanding the situation means asking questions:

     --what is happening?
     --when is it happening?
     --why is it happening?
     --how is it happening?
     --who is involved?

   - Defining the problem means taking the information you have gathered and determining exactly what the problem is.

3. Introduce the role-playing by explaining that its purpose is to illustrate and examine these first two steps in the decision making process.

4. Six students are needed for the role-playing--two for each situation outlined on the Role-Playing Sheet. Emphasize that the purpose of the role-playing is to understand the situation, not to make a decision.

5. While the six students are preparing for the role-playing, distribute Worksheet #4 - Observer's Worksheet. Instruct the class in their duties as observers.

6. Set the scene by introducing the participants and reading the situation to the class.

7. Begin the action, and serve as a sympathetic prompter if difficulties arise. Cut the action when the situation has developed sufficiently.

FOLLOW-UP:

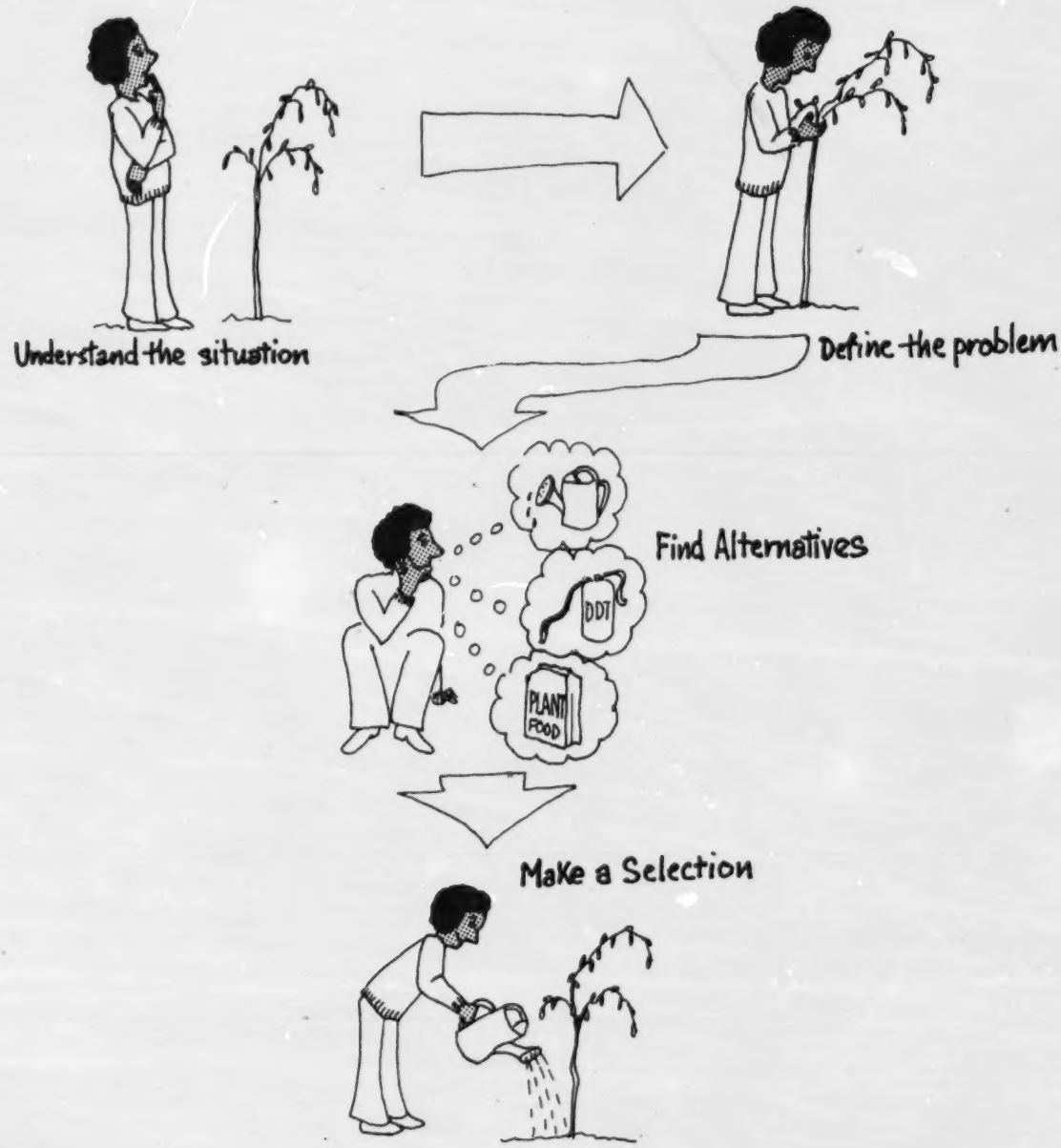
1. Using Student Worksheet #4 - Observer's Worksheet, as a guide, have the class comment on the effectiveness of the worker in the role-playing exercise.

2. Proceed to the second role-playing examples and follow-up and then to the third, time permitting.

3. Concluding discussion questions:

   - Why is it important to understand the situation and define the problem?
   - What did you learn in this exercise?
   - What can happen if people make decisions about a situation before they understand it?

Transparency #8 Decision Making Steps



Roleplaying Sheet #1

SITUATION:

Brian Gunderson has been with the company for seven years and is in his late twenties. He heard about an opening for a supervisory position in another department and told his supervisor he would like to apply for it. His supervisor felt he had a good chance for the position and recommended him highly. Word has just come down that someone else got the job, and Brian's supervisor is on the way to inform him of the decision.

Role--Brian Gunderson

You have really been counting on this promotion. You like your job somewhat, but you feel like you're getting nowhere. This promotion is your chance to show how capable you are. You know you've been there longer than anyone else applying, and your supervisor gave his full support.

Role--Supervisor

You're really sorry that Brian didn't get the promotion, and you hate having to tell him. He's your most valuable worker, but his talents are being wasted in his present position. He's not going to be too happy to learn that the job went to Anne Perry, a young woman who's only worked here a year. Of course, she's worked in that department all that time and is familiar with its workings. And she is very bright and efficient.

Roleplaying Sheet #2

SITUATION:

Margaret Turner has been working in the factory for over a year now on the day shift. She just received notice that starting next week she will be moved to night shift. She's on her way to talk to her supervisor.

Role--Margaret Turner

You are really opposed to working the night shift. You're in a bowling league Thursday nights, and you're taking a course at the local junior college Monday and Wednesday nights. It's really going to disrupt your social life and your home life too--your husband won't like it at all. How can they do that to you?

Role--Supervisor

Work orders are down, and 25% of the work force is being laid off. Another 10% are being switched to night shift to fill the vacancies left by those laid off. Everyone's upset and complaining to you--what a mess.

Roleplaying Sheet #3

SITUATION:

Jennifer Hanes has been working part-time in the billing office of a major department store for fifteen years. One of the other girls just came out of her supervisor's office crying, and now the supervisor has sent for Jennifer.

Role--Jennifer Hanes

This job is just perfect for you. It's only half-time, so keeping up with your household chores is no problem. You love your work and the people with whom you work. The extra money has also been helpful over the years.

Role--Supervisor

Word just came down from upper management that as an economy move all part-time help was to be let go and their duties assumed by the full-time employees. Most of the part-time workers in this department have been here a long time and it's really tough for you to break the news to them. The only hope you can offer is that you will welcome them back if you start rehiring.

Student Worksheet #4 Observer's Worksheet

UNDERSTANDING THE SITUATION	Brian Gunderson	Margaret Turner	Jennifer Hanes
What's happening?			
Why is it happening?			
How is it happening?			
Who is involved?			
DEFINE THE PROBLEM			
How effective was the worker in finding out about the situation?			
What problems did he/she have in getting the information? With what could he/she have had problems?			
How else might this situation have been handled? What other questions would you have asked?			

SESSION SIX

TOPIC: Using Decision Making Techniques: Finding Alternatives

OBJECTIVE: Students will demonstrate their understanding of the alternative finding step of decision making, by applying it to a work situation involving change.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Working under pressure
- Getting along with others
- Knowing your strengths and weaknesses

IMPORTANCE: We have already examined one way of dealing with change--trying to accept the change by being aware of its good points and minimizing its bad points. Other alternatives are 1) compromising, 2) requesting not to comply with the change, 3) fighting the change, and 4) refusing the change.

MATERIALS AND EQUIPMENT:
Transparency #9 - Finding Alternatives
Student Worksheet #5 - Coping With a New Boss
Student Worksheet #6 - Finding Alternatives
Overhead projector

ACTIVITY: Finding Alternatives

1. Project Transparency #9 - Finding Alternatives.

2. Using the points below as a guide, lead a class discussion. Ask students to give examples of each alternative from their own experiences. An example is given of possible responses to a work situation in which all workers are required to work overtime.

   - We've already covered one way to cope with change. That is, we can make it more acceptable by being aware of the good points and the bad points. But what other alternatives are there besides learning to accept?

- Compromise or Substitute. If we don't like the change, it might be possible to come up with a compromise plan that will be accepted in its place.

- Request not to comply. Not all changes are meant to include all employees all the time. It might be possible to make exceptions if they are requested.

- Fight the change. If it is unnecessary, discriminatory, illegal, or morally unacceptable, you might be able to fight it, although this is not usually easy.

- Refuse (and take the consequences). A drastic move in most cases that could cost a lot, but it may be necessary if you simply cannot accept the change.

3. Distribute Student Worksheet #5 - Coping with a New Boss, and Student Worksheet #6 - Finding Alternatives. Have students read the situation and complete the worksheets.

FOLLOW-UP:

1. Go over Worksheet #5 and #6 with students. Many different responses are possible. Some examples are given below:

   - Understanding the situation:

     The new boss' wife asks me to do typing for her at my busiest time. I want to make a good impression on my boss, but her requests interfere with my finishing my own work.

   - Defining the Problem

     What is the best way to deal with Mrs. Faulkner's requests for typing?

2. Go over Worksheet #6 with students. Some possible responses are given below:

   - Accept - Plan ahead for the extra work on Thursday afternoons.

   - Compromise - I could ask her to bring it in at a time when I am not so busy.

   - Request not to comply - Ask the boss to tell his wife not to give me the work.

- Fight - Tell Mrs. Faulkner I am very busy and that I don't think her typing is part of my job.

- Refuse - Just tell her I won't do it.

3. Tell students they will continue work on this case in the next session. Student Worksheets #5 and #6 may be collected for use in the next session.

Student Worksheet #5 Coping With a New Boss

You work in a very busy office. You enjoy your work, even though the pace is often hectic. You have managed to organize your work so that you usually have time to finish everything, even with many interruptions during each day.

Mrs. Elkins, your boss, retired a month ago. Your new boss, Mr. Faulkner, seems pleasant and agreeable. He has appreciated your efforts to help him find things in the office and to help him get used to his new job.

There is just one problem. Mr. Faulkner's wife has stopped by the office several times to ask you to type her secretary's report for her service club. You don't mind doing the typing for her, since the reports are short. However, she always brings them to you on Thursday afternoons, your busiest time, and she wants them typed right away. You are lucky to get all your usual work done on Thursdays.

UNDERSTANDING THE SITUATION: Summarize the facts.

DEFINING THE PROBLEM: State it simply.

Transparency #9 Finding Alternatives

1. Accept the change by
   being aware of its good points
   decreasing the number of bad points

   For example: "The required overtime will be an inconvenience for me, but I can use the extra money. I will just have to plan my time more carefully."

2. Compromise or substitute

   For example: "The required overtime work interferes with a course I am taking at the community college. I would be willing to work late on the evenings when I don't have class."

3. Request not to comply

   For example: My workload is light as it is. I have been using my extra time to reorganize the records. I don't think it would be productive for me to work overtime, so I request that an exception be made in my case.

4. Fight the change

   For example: "The required overtime is not outlined in our contract. I am taking this to the union."

5. Refuse
   (and take the consequences)

   For example: "I will not work overtime."

Student Worksheet #6 Find Alternatives

Assume that you are the person described in the situation on Worksheet #5. Write down at least one alternative you could use to cope with the change described in each of the five ways listed below.

1. Accept the change

2. Compromise or substitute

3. Request not to comply

4. Fight the change

5. Refuse (and take the consequences)

SESSION SEVEN

TOPIC: Using Decision Making Techniques - Making a Selection

OBJECTIVE: After discussing the selection making step of decision making, students will apply the selection making step to a change situation on the job.

SURVIVAL SKILLS EMPHASIZED:

- Adjusting to work situations
- Working under pressure
- Getting along with others
- Making independent decisions

IMPORTANCE: When selecting an alternative, workers need to consider possible results of each alternative. Predicting results of a decision is one of the keys to making a good decision because it helps to avoid undesirable results and to increase desirable results. We may also make the best decision by combining or improving alternatives.

MATERIALS AND EQUIPMENT:

- Transparency #10 - Making a Selection
- Student Worksheet #7 - Making a Selection
- Student Worksheets #5 and #6 from SESSION SIX
- Transparency #8 - Decision Making Steps
- Overhead projector

ACTIVITY: Making a Selection

1. Project Transparency #10 - Making a Selection, and distribute Student Worksheet #7 - Making a Selection.
2. Ask students to apply the questions on Transparency #10 to their experiences in making decisions in the past or to decisions they may be anticipating.
   - Emphasize the importance of considering the possible results of a decision before acting.

3. Divide the class into five groups. Assign each group one of the alternatives discussed during SESSION SIX (accept, compromise or substitute, request not to comply, fight, or refuse).

4. Have each group complete Worksheet #10 for one of the alternatives, referring to the case Coping with a New Boss from SESSION SIX.

FOLLOW-UP:

1. Have the groups share their responses on the worksheets.

2. Have the class select the action they consider the best.

3. Using Transparency #8 - Decision Making Steps, review the process of making decisions. Use the following questions for discussion:

   - How can decision making techniques help us cope with changes? (Instead of blindly accepting or rejecting a change, we can consider it carefully and make the best decision possible.)

   - Why is each step in the decision making process important?

   - What could happen if a step in the decision making process was omitted?

Student Worksheet #7 Making a Selection

1. What is the worst thing that could happen as a result of your decision?

2. How can you avoid the worst result?

3. What is the best thing that could happen as a result of your decision?

4. How can you increase the chances of getting the best result?

5. Can you combine or improve any of your alternatives?

Transparency #10 Making a Selection

WHAT IS THE WORST THING THAT COULD HAPPEN AS A RESULT OF YOUR DECISION?

How can you avoid the worst result?

WHAT IS THE BEST THING THAT COULD HAPPEN AS A RESULT OF YOUR DECISION?

How can you increase the chances of getting the best result?

Can you combine or improve any of your alternatives?

Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

Nelson, Robert E. and Perres, Allen Mark, *Decision Making*, Vision Publishing, Chicago, IL, 1976.

A workbook containing material and exercises designed to help the reader improve decision making skills. Includes methods of understanding decision making, evaluating information for making decisions, and putting decisions into action. Also includes activities to help curb fear about making decisions, to clarify the real issue in a problem situation.

_____, *Success Core*, Vision Publishing, Chicago, IL, 1976.

A workbook designed to help the reader understand and be able to use procedures necessary for personal growth and success. Encourages people to use the full range of their talents and abilities. The workbook begins by helping readers to understand where they presently are in their growth and development.

Scholz, Nelle Tumlin, et al, *How to Decide: A Guide for Women*, College Entrance Examination Board, New York, 1975.

A book designed to meet the changing needs of women by increasing their decision-making ability. Includes exercises and activities drawn from actual life experiences. Although the authors suggest that this book is appropriate for "women from college through retirement" many of the activities could benefit high school students, both male and female.

Torrer, Stephen, et al., *Emphasis: Change I* and *Emphasis: Change II*, Career Emphasis Series: A Self-Study Approach to Life/Career Planning, Olympus Publishing Company, Salt Lake City, Utah.

Two of a series of six self-study workbooks. Included are units on assertion training, job seeking skills, overcoming job discrimination, increasing job satisfaction, and the future. Explains how to find out where the jobs are and how to look good to potential employers. Also includes tips for dealing with coworkers and supervisors.

AUDIO VISUAL RESOURCES

Get That Job: Changing Jobs, available from the Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55016. (14 minutes)

Jan discovers that there's more to changing jobs than just giving a two-week's notice. She objectively evaluates her present job before making a final decision, checks availability of new jobs in her field of public relations, and learns how to resign properly from her old job. A 1975 production.

Get That Job: Keeping Up With the Changing World, available from Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55017. (15 minutes)

On-the-job interviews with men and women who are part of the changing job scene reveal information about how the world of work is changing and what is being done to help people adjust to it. Explains that new technology eliminates jobs, especially unskilled ones, but that it also creates new positions for which special training is required. A 1975 production.

People at Work: How Jobs Change, available from Audio Visual Service, University of Illinois, Urbana, IL 61801. Request film number 55283. (12 minutes)

Three realistic case histories illustrate the results of changes in production techniques and consumer demands. A food products factory whose business has more than tripled, an answering service losing business to telephone answering machines, and a worker who learns computer skills and moves into an expanding department in his firm are examples of how new technological developments cause continual shifts in the job market. A 1976 production.

Women At Work: Choice and Challenge, Guidance Associates, 757 Third Street, New York, N.Y. 10017.

A set of two filmstrips with cassettes or long-playing records and discussion guide. Part I builds a detailed documentary overview of work roles assigned to America's poor, middle-class, and privileged women from colonial times up to the present. Part II examines changing work patterns in the 1970's; analyzes areas of continuing discrimination, explores new approaches to family breadwinning responsibilities, household tasks, and child rearing duties. Program is designed to stimulate discussion about self-image, stereotyped thinking, justice, and fairness in the world of work. A 1976 production.